

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Marshall Ranch Elementary School

Peoria Unified School District
12995 N. Marshall Ranch Drive, Glendale, AZ 85304

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Bob Johnson

Schedule: 8:00 AM to 4:15 PM

Web Address: marshallranch.peoriaud.k12.az.us/

E-mail: Unpublished or Unavailable

Grades: K-8

2002 Enrollment: 899

Phone: (623) 486-6450

Fax: (623) 486-6461

▼ School Overview ▼

Mission

Marshall Ranch is a community partner that promotes kindness, respect, and dignity while encouraging the development of each individual's personal and academic best.

Organization and Philosophy

- w All Students Can Learn
- w Self-Contained Classrooms
- w Departmentalized Classrooms
- w LifeSkills - Character Development

Instructional Programs

- w Regular Full-Day Classes (Grades 1-8)
- w 1/2 Day Kindergarten/Kdg. Enrichment
- w Gifted Programs
- w On-site Special Education Services
- w Advanced Math Placement
- w English Language Learners
- w Literacy Enrichment for Accel. Progress
- w Outdoor Education (Grade 6)

School/Academic Goals

- w Students will achieve at least one year's growth in academic areas of reading, language, and math as evidenced by 2003 Stanford 9 MAP scores.
- w We will improve student academic and social performance through on-going curriculum reform. We will develop and implement strategies for quality communication among all clients: Community, Governing Board, students and employees.
- w We will integrate technology with curriculum using a variety of technological tools to improve the efficiency and effectiveness of the teaching/learning process.
- w We will continue teaching the Life Guidelines and LifeSkills Program to nurture positive citizenship, decision making and character development.

Enrollment

October 1, 2001 School Year Student Enrollment:	941
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	99

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Parent/Educator Relations
 w School Climate
 w School Safety Issues
 w Extracurricular Activities
 w Budget
 w Develop Site Council Goals

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	2.00	Teacher Aide	5.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	10	2	0	0
7 to 9 years	2	4	0	0
10 or more years	14	11	0	0

▽ Shared Responsibilities ▽

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing a safe, attractive school campus, our school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring student's completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences and fostering respect of rules and property.

▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Marshall Ranch Elementary School. Additionally, transportation services are provided for eligible special education students to Marshall Ranch Elementary School or other facilities as noted in the IEP.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03
Operates on Traditional Schedule			

Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Electronic Classroom (K-6)	W Technology Lab (7-8)
W Cafetorium/Multipurpose Room	W Media Center/Art/Band Room

Extracurricular Activities

W Student Council	W National Junior Honor Society
W Jazz Band	W School Athletics
W Art Club	W Chorus
W Yearbook Club	W Renaissance Program (Grades 7-8)

School/Community Resources

W Intervention Specialist	W Crisis Intervention
W Free/Reduced Lunch Program	W YMCA Afterschool Program
W Health Services	W School Resource Officer
W Recreational Activities	

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w Marshall Ranch Elementary was one of only 6 elementary schools state-wide to be awarded the 2002 A+ School of Excellence award by the Arizona Educational Foundation.</p> | <p>w Stanford 9 test results were above national, state, and district averages.</p> |
| <p>w During the 2001-02 school year, 63% of Marshall Ranch's 5th-8th grade students achieved Honor Roll status. Also, 82% of our parents attended parent-teacher conferences on campus.</p> | <p>w The Marshall Ranch boys football & softball teams were District champions. Marshall Ranch Jazz Band received a superior with distinction rating at Jazz on the Mountainside Festival and Adv. Band received a superior score at ABODA Band Festival.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
A+ School of Excellence	2002
Raymond S. Kellis Leadership in Teaching Award	2002
Jazz Band received Superior award @ NAU Jazz Festival	2002
Arizona State Boys Basketball Champions	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	94	533	0%	7%	61%	32%
	State	58840	524	9%	17%	45%	29%
Writing	School	93	551	2%	8%	74%	16%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	94	529	1%	28%	36%	35%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	105	507	9%	21%	58%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	99	518	7%	24%	55%	14%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	106	491	8%	50%	17%	25%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	118	515	14%	19%	49%	17%
	State	57484	504	24%	20%	40%	16%
Writing	School	120	503	6%	41%	50%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	126	463	40%	37%	17%	5%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	95	73	60	--	--	--
2	Reading	--	--	--	100	67	50	96	69	52	83	69	53	90	72	57
	Language	--	--	--	100	67	40	100	63	43	83	72	44	90	71	48
	Mathematics	--	--	--	100	67	51	100	76	55	84	79	57	90	79	61
3	Reading	97	64	47	100	63	47	98	66	48	86	60	50	93	61	50
	Language	98	60	49	100	71	51	98	66	54	88	74	56	94	65	57
	Mathematics	98	68	46	100	66	49	96	62	52	88	71	54	93	64	56
4	Reading	100	69	53	100	67	54	96	68	54	98	75	55	91	75	55
	Language	100	60	47	100	62	49	95	68	48	95	66	50	94	67	50
	Mathematics	100	62	51	100	69	54	94	72	55	96	72	57	93	72	58
5	Reading	97	71	51	100	68	51	98	61	51	91	66	51	91	67	53
	Language	100	61	42	100	56	44	100	53	45	90	60	45	92	59	47
	Mathematics	100	63	51	100	62	54	100	65	55	91	69	57	92	67	59
6	Reading	95	69	53	100	73	54	100	66	53	93	72	54	91	70	56
	Language	98	60	41	100	64	44	99	59	44	93	64	45	91	66	47
	Mathematics	97	71	57	100	71	59	100	67	60	96	77	63	91	77	65
7	Reading	100	63	52	100	64	53	100	69	52	95	67	53	85	72	55
	Language	100	69	52	100	72	54	98	69	54	95	70	55	83	76	58
	Mathematics	100	57	53	100	66	55	98	66	56	96	65	58	85	75	60
8	Reading	100	69	54	100	66	54	96	69	53	95	71	55	94	66	56
	Language	100	66	46	100	67	49	95	69	49	95	69	50	92	70	52
	Mathematics	100	58	52	100	63	54	94	62	56	96	69	58	94	66	59

√ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	48	50
Grades 3-4	88	67
Grades 4-5	55	56
Grades 5-6	85	89
Grades 6-7	66	68
Grades 7-8	73	77

*Less than 10 students matched

**No information available

***Not applicable

√ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Marshall Ranch Safety Committee & Crisis Teams continue to review district procedures and tailor them to meet the needs of our community. Our LifeSkills program promotes responsible citizenship & character development. Our partnership with the Glendale Police Department teaches safety to the lower grades, while the DARE program educates older students on substance abuse. The community was surveyed to provide feedback on safety concerns and we hold schoolwide fire & lockdown drills regularly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,529	\$2,416,540
Classroom Supplies	\$24	\$22,911
Administration	\$377	\$360,189
Support Services-Students	\$129	\$123,397
Other Support Services and Operations	\$569	\$543,387
Total Expenditures- All Categories 2000-2001	\$3,627	\$3,466,424

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Robert Johnson	(623) 486-6450	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Therese Reeve	(623) 486-6450	
School Nutrition Programs	Willie Gentry	(623) 486-5184	
Parent Organization	Tina Smith	(623) 486-6450	
Student Health/Nurse	Susan LeMmon	(623) 486-6453	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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